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ABSTRACT

Produced by the Alberta, Canada government, this document encourages educators to promote tolerance, understanding, and respect for diversity in Alberta schools. Chapter 1 presents definitions of basic terminology, while chapter 2 outlines a school's role in creating positive conditions for student growth in understanding human similarities and differences. Chapter 3 describes strategies for promoting desirable student attitudes and behaviors in terms of: (1) developing students' self-esteem; (2) emphasizing similarities and positive cultural group achievements; (3) encouraging students to perceive a situation from others' perspectives; and (4) promoting sharing. Twenty-one lesson plans, designed for grades K-12, are included to assist in implementing these strategies. Chapter 5 contains a list of questions teachers might use for evaluation purposes, and chapter 6 presents 44 references. Appendices describe: (1) definitions of tolerance, understanding, and respect for diversity; (2) the development of desirable personal characteristics; (3) controversial issues; and (4) a curriculum audit report form. (JHP)

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Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators

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Alberta EDUCATION

Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators

Alberta
EDUCATION
November 1985

FOREWORD

This document has been prepared in response to the following recommendation of the Final Report of the Committee on Tolerance and Understanding (December 1984): "That Alberta Education prepare and distribute a monograph to assist teachers in nurturing tolerance and understanding in the schools."

It is hoped that this monograph will be useful to educators, who must address the diversity that characterizes the people of Alberta, Canada and the world.

Note: Readers are advised to review the first part of the monograph, which provides a theoretical framework, before attempting to apply the suggested lesson plans to a specific school setting.

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Contents

		Page
I	Introduction	1
II	The Role of the School	3
III	Strategies	5
	1. Developing Self-Esteem / 5	
	2. Emphasizing Similarities and Accentuating the Positive / 5	
	3. Encouraging Students to See from the Perspective of Others / 6	
	4. Promoting Sharing / 6	
IV	Sample Lesson Plans	7
V	Checklists	34
	A Checklist for Teachers / 34	
	A Checklist for Schools / 36	
	Resources / 37	
VI	References	38
	Teacher Resources / 38	
	Teaching Plans and Strategies / 39	
	Student Resources / 40	
	Bibliographies / 41	
Appendix A	Definition of Tolerance, Understanding and Respect for Diversity	43
Appendix B	Developing Desirable Personal Characteristics	46
Appendix C	Controversial Issues	47
Appendix D	Curriculum Audit Reporting Form for Tolerance and Understanding	48

I. Introduction

Before we can discuss how to foster tolerance, understanding, and respect for diversity, we need to have common definitions* of these terms. For the purposes of this monograph, the following definitions from Webster's New Collegiate Dictionary (1977) will be used:

Tolerance

- the act of allowing something
- sympathy or indulgence for beliefs or practices differing from or conflicting with one's own

Understanding

- the power of comprehending
- [having] a grasp of the nature, significance, or explanation of something

Respect

- high or special regard

The Alberta government wishes to encourage educators to promote tolerance, understanding and respect for diversity in our schools. The statement entitled "Developing Desirable Personal Characteristics", which is included in the Goals of Basic Education for Alberta (see Appendix B), supports these goals.

However, there is no guarantee that every student will be equally influenced by classroom activities that promote tolerance, understanding and respect for diversity. In other words, there are limits to what teachers can achieve. Schools are only one of the many influences on student behaviour.

The "Developing Desirable Personal Characteristics" statement explains this point as follows:

> The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however,

* A further discussion of definitions is included in Appendix A.

play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

As a general principle, each student should be considerate of others, and each student should also receive consideration. Every student has the RIGHT to be treated with dignity and respect, and to be considered equal to the other students. Every student and every teacher has the responsibility to respect those rights.

II. The Role of the School

The school climate can either foster or inhibit tolerance, understanding and respect for diversity. School administrators and teachers, working together, can create positive conditions for growth in the understanding of human similarities and differences and ensure that efforts of that nature are encouraged and supported.

School staffs can choose curricular content and accompanying resource materials that will help to improve the students' concept of self and others by allowing them to make positive identification with people in diverse settings and situations. The inclusion or exclusion of subject matter makes a statement about the value of that information or field of study. Teachers can choose examples that present a balanced view of the diversity of Canada's people. Schools can also choose to adapt the curriculum to address problems or issues that are unique to their communities. Finally, curriculum content should be reviewed regularly to ensure that certain content is not being emphasized to the extent that other important topics are being excluded.

Schools may wish to review student assessment and placement procedures to ensure that unbiased decisions are being made. Educators must strive not to make self-fulfilling prophesies or associate certain learning styles with particular ethnic groups. Students have the right to be assessed and placed as individuals.

Schools share their responsibility with the broader community, which includes parents, community groups and other agencies, the media, and the school board. Therefore the school should identify community needs and concerns and act upon them by using methods and materials adapted to meet the needs of a specific situation. Such devices as questionnaires, open letters and inventories are useful tools for communicating with the community.

Schools should inform community groups and other agencies as to how their contributions might complement the school programs. School boards can also facilitate and encourage the use of community resources in the classroom by providing schools with descriptions of community resources, and indicating how effective and suitable these resources are. The Alberta Education policy on Controversial Issues in the Classroom (see Appendix C) offers some helpful advice on ensuring that resources are suitable and on maintaining a balance among various points of view.

Classroom teachers provide role models for tolerance, understanding and respect for diversity. Their verbal and non-verbal cues have a profound influence on their students.

Teachers also have the responsibility to create classroom climates which foster equal opportunity for all students within their personal

limitations. Ideally, teachers will accept themselves and they will accept their students. In other words, they will be aware of their own "blind spots" and personal weaknesses, and they will accommodate their students' personalities and idiosyncrasies. For example, a student might persist in repeating a behaviour which the teacher finds personally aggravating and offensive. The teacher should try to take a balanced approach to disciplining such a student, so as not to damage the student's self-esteem.

In summary, tolerance, understanding and respect is based on an awareness that we all have human limitations, and that, despite these limitations, we are all valued members of the community.

III. Strategies

The sample lesson plans included in this monograph are designed to promote desirable attitudes and behaviours in students. These lessons are intended to (1) develop students' self-esteem, (2) emphasize similarities and accentuate the positive, (3) encourage students to view a situation from the perspective of others, and (4) promote sharing. Following are general comments on each of these four attitudes and/or behaviours.

1. Developing Self-esteem

Students who are tolerant, understanding and respectful of others are students who have a healthy self-image. Students cannot accept others and their human differences or similarities until they have learned to see themselves as they are and accept what they see. Students need experiences that make them feel proud of their accomplishments (within the limits of their ability), and proud of their heritage. They need activities which help them develop a realistic view of their potential as members of society. Students must know themselves accurately before they can know others.

The following publications may be useful to teachers who wish to help their students develop self-esteem:

Jack Canfield and Harold C. Wells, 100 Ways to Enhance Self-Concept in the Classroom (Toronto: Prentice-Hall, 1976). Available from the Alberta School Book Branch.

Alberta Education, Elementary Health Curriculum Guide, 1983.

Shirley Slater and Lee Cibrowski, What Do You Like About Yourself? Developing a Positive Self-Concept! (Washington, D.C.: Home Economics Education Association, 1983.) Available from the Alberta School Book Branch.

2. Emphasizing Similarities and Accentuating the Positive

Tolerance, understanding and respect for diversity can be nurtured by making students aware of the ways in which people are similar. All people have the same basic needs; only the means through which people satisfy these needs may be different.

This is not to suggest that human differences should not be discussed. In fact, it is the subtle differences that make people unique. However, the broader differences among people should be addressed within the context of shared humanity. If

a teacher discusses only the exotic and unusual ways in which a group of people differ, the students would quite likely become even more polarized in their attitudes toward that group. Dwelling on human differences without reference to the similarities defeats the purpose. Activities which emphasize the positive aspects of a group (their achievements and contributions) are more likely to promote attitudes of tolerance, understanding and respect for diversity.

3. Encouraging Students to See from the Perspective of Others, or to "Walk in Someone Else's Shoes".

Students need opportunities to view a situation from another person's perspective, so that they can see beyond external appearances to recognize the emotional, intellectual, spiritual and perceptual characteristics that influence human behaviour.

Students must see themselves and others as members of many groups. They must learn to see similarities among people belonging to different groups and differences among people within the same group. They must realize the hazards of stereotyping and thus treating all members of one group in the same manner. They must recognize how damaging prejudice and discrimination can be to a person's self-concept.

Role-playing activities can help students to view situations from a number of viewpoints, and contact with various members of the community can give students personal experience in dealing with human similarities and differences.

4. Promoting Sharing

Activities that take place inside and outside the classroom can encourage students to share. If students help each other in order to achieve group success, a climate of positive mutual regard is created. Student participation in classroom activities should be encouraged, and task-oriented activities should involve grouping arrangements that are constantly mixed and varied. If students meet success with someone they do not know, they are more likely to respond positively to that student in another situation.

IV. Sample Lesson Plans

The following sample lesson plans are designed to assist teachers in their efforts to promote tolerance, understanding and respect for diversity. Many of these lessons can be adapted for use in a variety of subject areas and at a number of grade levels. Teachers may wish to change and modify the lessons to suit the specific needs of their students.

The chart on page 8 provides an overview of the 21 lessons. The chart categorizes the lessons according to the attitudes and behaviours they are primarily intended to promote, and it shows the grade levels for which the lessons are most suitable.

Title	Appropriate Grade Level (or equivalent) Reference				
	K-3	4-6	7-9	10-12	
Developing Self-Esteem					Page
1. Photograph Displays	x	x	x	x	9
2. Student of the Week/ Citizen of the Week	x	x	x		10
3. "A Canadian Citizen Is ..."		x	x	x	11
4. Autobiography	x	x	x	x	13
5. "It Shows on Our Faces"	x	x			14
Emphasizing Similarities and Accentuating the Positive					
6. Sports and Games from Other Perspectives	x	x	x	x	15
7. Art from Other Perspectives	x	x	x	x	17
8. Literature from Other Cultures		x	x	x	19
9. Human Similarities and Differences	x	x			20
10. Classroom Visitors and Guest Speakers	x	x	x	x	21
11. "A Day in the Life of ..."			x	x	23
Encouraging Students to See From the Perspective of Others					
12. Role Playing	x	x	x	x	24
13. Plays that Deal with Human Similarities and Differences		x	x	x	25
14. Rewriting Newspaper Articles			x	x	26
15. Making Predictions	x	x			27
16. Stereotyping	x	x	x	x	28
Promoting Sharing					
17. Multicultural Feast		x	x		29
18. Collage Mural (Our Human Family)	x	x			30
19. "Create A Critter"	x	x	x		31
20. "Who am I?"	x	x	x	x	32
21. "Jigsaw"	x	x	x	x	33

Lesson 1:	Photograph Displays
Purpose:	To build self-esteem in students.
Objectives:	The students will be able to view photographs of themselves which show their involvement in activities pertaining to the study of human similarities and differences. Photographs should include students of both sexes, students who are disabled (handle the selection of such pictures sensitively), and students of all racial, religious, and ethnic backgrounds. School displays should include pictures of all types of students, and not only students who have high profiles. All students benefit from seeing themselves experience new activities in the company of other students.
Grade Reference:	Any grade.
Time Length:	Displays should be changed frequently throughout the year. Photographs can be contributed to school history or yearbook after they have been displayed.
Some Suggestions for Photos:	Students visiting in the community (a religious institution, senior citizens' home). Students interacting with visitors to the classroom (disabled speakers, local government representatives). Students preparing art projects or ethnic foods. Students involved in cooperative learning activities.

Lesson 2:	Student of the Week/Citizen of the Week
Purpose:	To reinforce a positive view of self and build self-esteem.
Objectives:	The student will be able to share with the class a special event or object from personal experience. The other students will be able to write compliments, letters or telegrams expressing a positive remark about the presentation.
Caution:	Since a positive classroom climate is essential to the success of this activity, negative comments must be avoided. The students' positive statements will of course range from shallow statements to comments of deep sincerity.
Grade Reference:	Elementary grades. ("Citizen of the Week" may be modified for use in junior high school.)
Time Length:	Students rotate throughout the year. So that every student has an opportunity to make a presentation, times must be scheduled carefully.
Alternative Activity:	New students are introduced to the school periodically throughout the year in a "Student of the Week" format.

Lesson 3:	"A Canadian Citizen Is ..."
Purpose:	To help students clarify their interpretation of what "being Canadian" means. Students will develop a positive image of Canadian citizenship and of themselves as Canadians.
Objectives:	The students will be able to read, write, view, create and speak in an effort to learn what Canadian citizenship means to them.
Grade Reference:	Grades 6 - 12.
Opener Activity:	Field trip to Citizenship Court.
Suggestions:	Students could express the theme of Canadian citizenship through: - a tape recorded message - a mock TV/radio report - overhead transparencies - poems - illustrations - comic strips - readers' theatre - symbols of Canada - legends on "How I Came to Be Canadian" or "What Makes Me Canadian" Activities chosen should be consistent with students' physical and mental capacities. Students could compile their work into a collection for presentation. Students could suggest a title for their publication or presentation.
Extensions:	Review symbols of Canada (flag, Coat of Arms). Make posters to represent the human similarities and differences that currently exist in Canada. Write or phone for pamphlets and booklets.
Resources:	The following pamphlets may be obtained from the Secretary of State:

1. The Canadian Charter of Human Rights

2. The Canadian Citizen

Alberta addresses for Secretary of State:

Harley Court, 10045 - 111 Street,
Edmonton, Alberta T5K 1K4.
Phone: 420-3350

Federal Building,
Room 260, 220 - 4 Avenue S.E.,
Calgary, Alberta T2G 4X3
Phone: 292-5541

Lesson 4:	Autobiography
Purpose:	To help students enhance their images of themselves.
Objectives:	The students will be able to write or record their autobiographies at the beginning of the school year, and review their autobiographies at the end of the year.
Grade Reference:	Grades 6 - 12.
Opener Activity:	Read autobiographies or biographies of people who are famous historical or scientific figures, people who have done outstanding work in the areas of human rights and minority rights, and/or people who have overcome a disability.
Alternative Activity for Primary Grades:	Time Lines/Life Lines: Long strips of paper represent students' lives. Dots on the life line designate critical points in the child's life (e.g., the year a first tooth was lost, the year a brother was born, and the year the child started school).

Lesson 5:	"It Shows on Our Faces" Art Project
Purpose:	To help students reinforce their positive self-images.
Objectives:	The students will be able to draw a partner's profile and vice versa. The students will be able to draw or cut out and paste pictures into their profiles to show what objects, ideas, experiences and people are important to them.
Grade Reference:	Elementary grades.
Suggestion:	Upon completion, the students play a guessing game using the profiles and pictures as clues as to who is being represented. Parents enjoy identifying their child's profile during visits to the classroom.

Lesson 6:	Sports and Games from Other Perspectives
Purpose:	To help students understand the similarities and differences between themselves and the group being studied.
Objectives:	The students will learn to play games associated with other cultures. The students will learn the origins of different sports and games. The students will learn how games and sports are adapted for disabled persons.
Grade Reference:	Can be adapted to any grade level, depending on the sport or game chosen.
Suggestions:	Discuss movement and exercise as a basic human need. Discuss movement and exercise as universal activities. Discuss the human need for space and how this need may vary among individuals and in different cultures or societies. Discuss elements that might be similar among games originating from different cultures (balls, sticks, rules, attitudes towards competition/ cooperation). Note: The Grade 6 unit on China could address these ideas. Discuss how women in sports may be perceived differently in different cultures. Discuss how men in sports may be perceived differently in different cultures. Discuss how games have been adapted so that disabled students may participate. Have children play a game with a "handicap".
Resources:	The following publications may be useful for preparing lessons on sports and games:

1. Alberta Cultural Heritage Division et al., Multicultural Playground Manual (Calgary, January 1983).
   (Note: Use selectively, and avoid rigid grouping.)
   Available from:
   Alberta Cultural Heritage Division
   Alberta Culture
   12431 Stony Plain Road
   Edmonton, Alberta T5N 3N3
   Phone: 427-2927

   OR

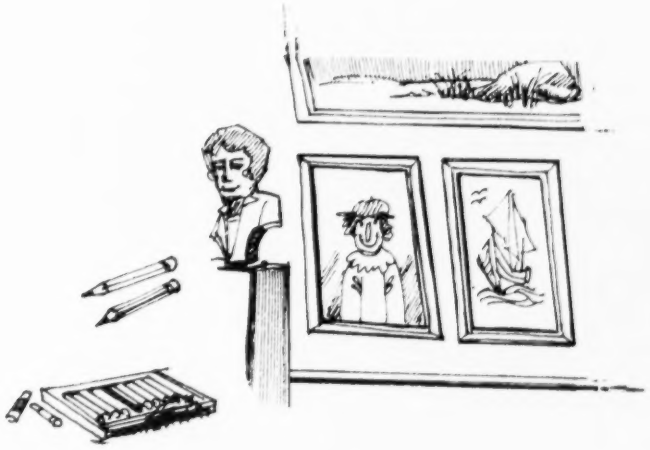
   Alberta Culture
   3rd Floor, 525 - 11 Avenue S.W.
   Calgary, Alberta T2R 0C9
   Phone: 297-8407

2. Anna Rita Russell, Game for Anything: Multicultural Games and Activities for Children (Alberta Association for Young Children, 1981.)
   Emphasizes Indian games.
   Available from:
   Alberta Association for Young Children
   Box 4935
   10465 - 80 Avenue
   Edmonton, Alberta T6E 5G8.

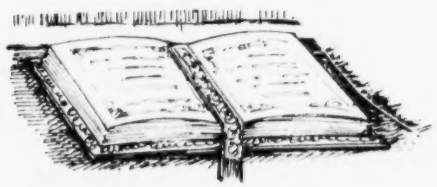
Lesson 7:	Art from Other Perspectives
Purpose:	To help students recognize the common elements among people who are expressing themselves through art, and the subtle differences which make various art forms distinctive.
Objectives:	The students will identify the similarities of media used in art across cultures. The students will identify differences of expression among cultural groups. The students will learn about artistic expression by disabled people.
Grade Reference:	Can be adapted to any grade level.
Suggestions:	Students can choose media such as paper, paints, or materials for sculpture. They might explore the concepts of space, line, texture, colour, design and form. In teaching about art from the perspective of the disabled, the following activities are suggested: 1. Students describe plasticine using visual descriptors. Then, students are blindfolded and asked to describe plasticine with words pertaining to other senses. 2. Students could try painting with their mouths to learn more about what it would be like not to have the use of one's arms.
Resources:	The following publications may be useful for preparing lessons on other perspectives: 1. For further ideas about simulating the experience of being handicapped, see the P.A.T.H. Kit (Positive Attitudes Toward the Handicapped), which was produced by the Regional Resource Service in Calgary and sent to each school in the province. If

your school does not have a P.A.T.H. Kit, it is available on loan from the Calgary Regional Office of Alberta Education, phone 297-6353.

2. Gwendolyn C. Baker, Planning and Organizing for Multicultural Instruction (Don Mills, Ontario: Addison-Wesley, 1983)



Lesson 8:	Literature from Other Cultures
Purpose:	To identify similarities and differences in cultural viewpoints.
Objectives:	The students will read literature from other cultures. The students will discuss similarities and differences in the samples studied.
Grade Reference:	Grades 4 - 12.
Suggestions:	Select several samples of literature from other cultures. Use school, public and university libraries as sources. Literary selections may be compared as to character, plot, setting and theme. Selections may be chosen on a theme such as celebrations, games, explanations of natural phenomena, or the roles of males, females, children and the elderly. Discuss how culture is transmitted through literature and how each culture is unique.
Alternative Approach:	Literature featuring disabled characters may be used instead of selections with a cultural theme. Discuss ways in which people have overcome their disabilities, and how the disabled are the same as everyone else.
Caution:	Some literature presents disabled people in a stereotyped manner. In such cases, teachers should discuss with the students what would be a more accurate and realistic portrayal of a disabled person.



Lesson 9:	Human Similarities and Differences
Purpose:	To differentiate between the universal ways in which people are similar and the subtle ways in which people are different.
Objectives:	The students will learn how basic needs are universal but the ways in which people meet their needs are different. The students will learn that individuals have subtle differences which make them unique.
Grade Reference:	Grades 1 - 6.
Suggestions:	On two life-size human forms that are not sexually differentiated, have students categorize human likenesses and human differences. Read "I Walked In His Moccasins" in SPEDS: Should Individual Differences Influence the Way People Treat Each Other? (Society for the Prevention and Elimination of Discrimination and Stereotyping), Alberta Education monograph, 1980.
Resources:	Bette Hood, Exploring Likenesses and Differences With Film (National Film Board of Canada, 1984).

Lesson 10:	Classroom Visitors and Guest Speakers
Purpose:	To help students understand a situation or event by sharing experiences and seeing another individual's perspective. In doing so, students will develop a more positive attitude toward the group the speaker represents.
Objectives:	The students will be able to listen to speakers who may represent varying perspectives regarding human differences and similarities. The students will be able to interact with speakers in the classroom.
Grade Reference:	Any grade.
Time Limit:	The length of time the visitors speak to the class will vary according to age and grade level of the students. Lengthy presentations are not recommended.
Suggestions:	1. Provide introductory activities that appropriately complement the guest speaker's topic. 2. Prepare for the visit by discussing expectations with the class and with the guest speaker. 3. Encourage the guest speaker to involve students in the presentation. 4. Ask that all handouts accompanying the presentation be related to the topic. Guest speakers might include: - members of community service groups - members of local, provincial or federal governments - members of culturally distinct communities - senior citizens Guest speakers who break stereotyped images can be particularly effective. For example:

	- disabled people who have overcome their handicaps - Career Day speakers such as workers who belong to minority groups, or females who hold traditionally male jobs (and vice versa) - senior citizens who are physically active and lead busy lives
Alternative Activities:	A staff member plays the role of a person in history and describes an incident from that person's perspective. A student plays the role of a character in history, and the class plays a game of "20 Questions" to reveal the character's identity.
Caution:	Most guest speakers or school visitors offer a very positive image of the group or topic they are introducing. In their introductory comments and follow-up activities, teachers can make students aware of this natural tendency. To provide the necessary balance of opinions in the curriculum, students should be introduced to other viewpoints and the positions held by other groups. However, at no time should this effort to provide balance result in excessively negative opinions about any group or topic.

Lesson 11:	"A Day in the Life of ..."
Purpose:	To help students identify the positive contributions of many groups to the "Canadian way of life", and to see the many similar ways in which people meet their needs.
Objectives:	Using a story about "A Day in the Life of ..." as a springboard for ideas, students will recreate their regular routines. Then, students will find the origins of the activities, materials, and so on that they experience daily.
Grade Reference:	Grades 7 - 12.
Suggestions:	The students listen to each other's "A Day in the Life of ..." stories. The students write the routine of life of a fictitious Canadian (or of themselves). The students research the activies and objects identified in order to learn about their origins.
Extensions:	Identify words or expressions that come from other languages. Identify words or expressions that are uniquely Canadian or related to a specific region of Canada.
Reference:	This activity is taken from Deborah Bojman et. al., Growing Together (Toronto: Urban Alliance on Race Relations, 1979).

Lesson 12:	Role Playing
Purpose:	To help students put themselves on the giving and receiving ends of a number of possible experiences. To encourage students to "walk a mile in someone else's shoes".
Objectives:	The students will be able to role-play a number of different behaviours. The students will be able to reverse roles.
Grade Reference:	Any grade.
Time Length:	One class period.
Suggestions:	Students use body language to role-play open (accepting) behaviour versus closed (rejecting) behaviour. Students express emotions using jibberish. Students express emotions without the use of words. Students discuss how it is difficult to express emotions of similar meaning without using words.
Caution:	Following role-playing activities, it is important to debrief the participants - both those who played the roles and those who observed the activities. "Debriefing" consists of summarizing what has occurred in the role-playing, sharing the difficulties encountered and the insights gained, analyzing the interaction, and comparing or relating the experiences to real life and to the course content. Students should be encouraged to share their feelings about the role-playing experience. After the class, the teacher should evaluate the session and make notes about how the activity could be improved or modified.

Lesson 13:	Plays that Deal with Human Similarities and Differences
Purpose:	To help students become actively involved in the experiences of others and interpret the viewpoints of individuals in conflict situations.
Objectives:	The students will read a play or scenes from a play selected by their teacher. The students will dramatize a play or scenes from one or several plays.
Grade Reference:	Grades 4 - 12.
Time Length:	Three weeks.
Suggestions:	Using selected scenes, allow students to explore the feelings of principal characters in the scene. Discuss emotions that were experienced. Replay the scene, changing the reactions of one of the main characters. How might the play have been different?
Extensions:	Have students write a play dealing with human similarities and differences. Videotape the students' dramatic performances View a performance by a theatrical group. Visit another school or classroom and use activities described above, allowing all students to participate.

Lesson 14:	Rewriting Newspaper Articles
Purpose:	To help students interpret the concerns of people in a conflict situation after they have experienced the points of view of the people involved.
Objectives:	Students will read selected newspaper articles pertaining to human similarities and differences and identify an example of conflict of interest. The students will rewrite the articles expressing the viewpoint of one of the principal parties. The students will support the opposing viewpoint in a debate. The students will come to a personal decision regarding the conflict situation.
Grade Reference:	Grades 7 - 12.
Suggestions:	Selected newspaper articles could deal with different perspectives on the following topics: - disputes regarding land claims - causes of war - sex roles - equal opportunities in employment
Resources:	The Alberta Human Rights Journal, published by the Alberta Human Rights Commission about four times per year, might be a good source of articles on conflict of interest. To be placed on the mailing list, contact: Alberta Human Rights Commission 10011 - 109 Street Edmonton, Alberta T5J 3S8 Phone: 427-7661 OR Calgary Regional Office 1333 - 8 Street S.W. Calgary, Alberta T2K 1M6 Phone: 297-6571

Lesson 15:	Making Predictions
Purpose:	To encourage students to experience the problems resulting from over-generalization, to see what happens when people make simplified assumptions about other people, and to experience the inaccuracy of pre-judgments.
Objectives:	The students will make predictions. The students will discuss how predictions can be incorrect due to lack of knowledge or over-generalization.
Grade Reference:	Upper elementary grades, or adapted for lower elementary grades.
Time Length:	One class period.
Suggestions:	Have students guess the contents of canned foods when all labels have been removed. Have students guess the contents of parcels when some are brightly wrapped and others are wrapped in brown paper. Have students identify an unknown person concealed in brown paper or a large box.
Extension:	Discuss the mathematical concept of probability.
Resources:	For this lesson, teachers may wish to use the Opener Activities in SPEDS: Should Individual Differences Influence the Way People Treat Each Other? (Society for the Prevention and Elimination of Discrimination and Stereotyping) Alberta Education monograph, 1980.

Lesson 16:	Stereotyping
Purpose:	To help students relate to the problems of labelling and stereotyping. To help students recognize the negative effects of these behaviours.
Objectives:	The students will be able to view films that identify the problems of labelling and stereotyping. The students will be able to discuss the meaning of stereotyping and the limitations it places on people.
Grade Reference:	Any grade. (Preview films to determine their appropriateness for students' age and grade level.)
Resources:	The following resources may be useful for preparing lessons on stereotyping: 1. National Film Board pamphlets "Images of Our Culture: Multicultural Films in Education ... Grades K-6" and "Images of Our Culture: Multicultural Films in Education ... Grades 7-13". 2. I Wear My People's Clothing - a film (with a teacher's guide) for grades 6-9, available from the Canadian Council of Christians and Jews, 49 Front Street East, 2nd Floor, Toronto, Ontario, M5E 1B3.

Lesson 17:	Multicultural Feast
Purpose:	To have students support each other by making an essential contribution to a cooking experience.
Objectives:	The students will be assigned ingredients to bring from home or purchase for a class feast. In groups, the students will share in preparing the dishes. Students will eat the food prepared.
Grade Reference:	Grades 4 - 9.
Extensions:	Discuss how people in different cultures have balanced their diets using different kinds of foods. Discuss equivalent foods (protein, carbohydrate) used by various ethnic groups. Discuss sex stereotyping as it relates to food preparation.
Resources:	Videotape: Nutrition ... It's Not Magic!: Why Did You Have Dahl for Dinner? Available through ACCESS (VC 242604). Recommended for the elementary health curriculum, grades 4 to 6.

Lesson 18:	Collage Mural (Our Human Family)
Purpose:	To help students see how their individual contributions to a collage mural are essential to the completed project.
Objective:	Each student will contribute a picture to create a collage mural of "our human family".
Grade Reference:	Grades 1 - 6.
Time Length:	Two class periods.
Suggestions:	Encourage students to create unique characters. Discourage sharing until the final creation is completed.
Extension:	Teach the song, "Being Different Is Being Unique" from SPEDS: Should Individual Differences Influence the Way People Treat Each Other? (Society for the Prevention and Elimination of Discrimination and Stereotyping) Alberta Education monograph, 1980.

Lesson 19:	"Create a Critter"
Purpose:	To encourage students to share.
Objectives:	Using materials that are unevenly distributed throughout the class, students will be able to share with each other to complete an art project. The students are permitted materials (stars, feathers, buttons). They are given a time limit.
Grade Reference:	Grades 4 - 9.
Suggestions:	Have students make a "critter," and assign points for meeting various criteria. For example: Each critter must have two eyes. (4 points) Each critter must have one feather. (2 points) The criteria should be reasonable and appropriate to the grade level. Try to distribute materials so that no student is self-sufficient. Each student must trade several times in order to maximize point collection. Equipment such as glue, tape, rulers and scissors should also be unevenly distributed.
Alternative Approach:	Group the students and allow trading only within the group.
Variation for Primary Students:	Group students. Give each student in the group one implement for completing an assignment. Thus, students will need to cooperate with each other in order to complete the assignment effectively.

Lesson 20:	"Who Am I?"
Purpose:	To encourage students to interact with others and share information in order to complete a task. Note: This activity is useful as an ice-breaker for a new group of students.
Objectives:	The students will contribute a piece of information which they feel makes them unique. The students will interact with each other in order to find out who is being discussed. A time limit should be given.
Grade Reference:	Any grade (also adults).
Time Length:	One class period.
Suggestions:	Have students hand in "unique" attributes in advance of a class period. The teacher organizes and copies the list for each student. Ensure that students feel comfortable with sharing personal information.

Lesson 21:	"Jigsaw"
Purpose:	To help students derive a sense of value from having knowledge about a specialized area. To encourage sharing and positive interaction among students who are not close companions.
Objectives:	The class is divided into heterogeneous groups, and each group member has a piece of information which is vital to the successful completion of the whole group project. The students will be able to cooperate with each other to complete the assignment.
Grade Reference:	Any grade.
Suggestions:	This activity is very useful as an introduction to a new topic.
Alternative Activity:	Students complete a jigsaw puzzle cooperatively. Place puzzle pieces in envelope, and distribute mixed up pieces to group members. After the activity is completed, ask these questions: 1. How did students feel when someone holding a key piece did not see the solution? 2. How did students feel when someone completed the puzzle incorrectly but felt self-assured? 3. How did students feel about students who were slow to complete the puzzle? Vary the activity as follows: 1. Set a time limit. 2. Play the game allowing students to talk. 3. Replay the game with no talking or offering of pieces. Discuss different feelings.

V. Checklists

A Checklist* for Teachers

Teachers may wish to use the following questions to evaluate their efforts to promote tolerance, understanding and respect for diversity in the classroom.

1. Are my instructional strategies and assessment techniques sensitive and do they recognize the diversity of individual needs in the classroom?

   BEWARE OF - setting behavioural objectives which may be contrary to the students' backgrounds
   - making self-fulfilling prophesies regarding student performance
   - stereotyping students

2. Does the climate of my classroom promote respect for diversity? (Take note of religious symbols, celebrations, leadership opportunities for students, classroom rules and grouping procedures.)

   BEWARE OF - patronizing minority groups and downgrading traditional ways of life
   - expressing opinions that are not substantiated
   - expressing opinions that are not balanced by other viewpoints

3. Do I encourage links between my classroom and the community?

   - guest speakers
   - field studies
   - parent volunteers
   - parent questionnaires/evaluations
   - thank-you notes written by myself and students to guest speakers and visitors

4. Do any of my students have special needs (learning disabled, gifted and talented, recent immigrants, students of English as a second language, visual or hearing impaired, physically disabled)?

* The questions in the checklists for teachers and schools have been adapted from John Kehoe, A Handbook for Enhancing the Multicultural Climate of the School (Wedge, 1984).

To what extent can these needs be effectively met within the classroom?

Have I sought support from the community and the school system to enhance their programs?

How do I apply the principle of the least restrictive environment for my special students?

Are they catered to excessively or are they ignored?

How do I balance their needs with the right of all students to learn?

5. Are learning resources free of bias and stereotyping? (Have they been evaluated for tolerance and understanding?)

   Where resources contain problematic content, do I use that content to promote critical thinking?

   Do students have the skills to recognize a slanted viewpoint? Can they counter and balance the discussion?

   NOTE: Screening of resources is not a guarantee that students will be free of biased viewpoints. Students are exposed to stereotyped images in television, newspapers and novels, and many of the poeple they meet will promote stereotypes.

6. Do I promote tolerance, understanding and respect in all subjects throughout the year?

   Do I also promote these principles in the hallways, gymnasium, playground, staffroom, and in all extra-curricular and co-curricular activities?

   Bulletin board displays. Are human differences such as age, sex, handicaps, ethnic backgrounds represented?
   Music classes. Are students learning songs and activities from backgrounds other than the majority?
   Library. Has the diverse nature of Canada's people been represented in the collection and in book displays? Have students completed library activities pertaining to the theme of tolerance, understanding and respect for diversity?

A Checklist for Schools

These questions could be discussed at a staff meeting or by a school committee:

1. Does the school climate enhance respect for diversity?

Is this reflected in staffing patterns, celebrations and holidays, school symbols, extra-curricular activities, program organization and articulation?

Is the diversity of students well represented in the full range of school programs and activities?

Are leadership opportunities created for all?

2. Is the school listening to the community?

   Are there provisions for systematically interviewing the community?

   Are there advisory committees and advocacy groups?

   Is there a need for community liaison officers who are familiar with the culture and languages of the community?

3. Do the school's counselling practices undervalue the potential of minority students?

   Are minority students inappropriately placed in special education classes?

   Is the number of minority clients who return to school counsellors after the initial visit significantly lower than the number of majority clients who return?

   Do classes tend to be segregated as a result of streaming, student course selection or school counselling?

   Are there appeal procedures and are they well known?

4. Are disciplinary methods applied equally to all students?

   Do students consider the grievance procedures ineffective?

   Do all staff members apply disciplinary measures consistently?

5. Do all staff members have an opportunity to enhance their skills in promoting tolerance, understanding and respect?

   Does the staff development program provide opportunities: to gain knowledge about minorities? to explore staff attitudes and feelings without loss of face? to gain respect and empathy for minorities? to develop communication skills which accommodate diverse verbal and non-verbal patterns of interaction? to learn how to create and select instructional materials for minorities?

6. Is there a need to plan alternative programs for the students of this school?

What language programs and special education programs are needed?

Are immigrant students made to feel welcome even after the first few weeks?

Do some students need distance education opportunities (e.g., Alberta Correspondence School)?

7. Is there a need for crisis intervention strategies in this school?

   Do students resolve conflicts effectively?

References

The following resources discuss methods of quantitatively evaluating students' attitudes.

NOTE: These materials are most appropriately used to evaluate programs, and not individual students.

Clifton, Rodney, A. and Raymond P. Perry. "Two Techniques for Evaluating Multicultural Programs." History and Science Teacher, December 1983.

This article demonstrates how the sociometric test and the semantic differential can be used as evaluation measures in multicultural programs.

Kehoe, John. Achieving Cultural Diversity in Canadian Schools. Cornwall, Ontario: Vesta Publications, 1984.

This book describes techniques for assessing attitudes and suggests situations in which these evaluation strategies might be used. The techniques described include:

1. opinion questionnaire
2. semantic differential
3. social distance for young students
4. positive attitude statement measure
5. information survey
6. high school student opinion survey
7. human rights tribunals - final decision
8. Likert Scale
9. Measure of Empathy
10. Measure of Attitude Toward Bilingualism Opinion Survey
11. Card Sort Technique for Social Distance

VI. References

Teacher Resources

The following references may provide useful background information for teachers.

Banks, James A. Teaching Strategies for Ethnic Studies. Boston: Allyn and Bacon, 1975.

Butt, Richard. "Appropriate Multicultural Pedagogy and Its Implementation in the High School." A paper presented at an Invitational Symposium on Teaching Methods for a Multicultural Society. Queen's University, Kingston, Ontario, May 1-4, 1985.

Council on Interracial Books for Children. Guidelines for Selecting Bias-Free Textbooks and Storybooks. New York, 1979.

Cortes, Carlos E. "Multiethnic and Global Education: Partners for the 80's?" Education Journal, April 1983.

Cortes, Carlos E. et al. Understanding You and Them. Colorado: Social Science Education Consortium, 1976.

DeFaveri, Ivan. "Tolerance", brief submitted to the Committee on Tolerance and Understanding. Unpublished.

Guttentag, Marcia, and Helen Bray. Undoing Sex Stereotypes: Research and Resources for Educators. Toronto: McGraw-Hill, 1976.

Ijaz, M. Ahmed et al. "We Can Change Our Children's Attitudes." Multiculturalism, Fall 1981.

Kehoe, John W. Achieving Cultural Diversity in Canadian Schools. Cornwall, Ontario: Vesta Publications, 1984.

Kehoe, John W. A Handbook for Enhancing the Multicultural Climate of the School. Vancouver: Wedge, 1984.

Kehoe, John W., and C.C. Ungerleider. "The Effects of Role Exchange Questioning and Empathetic Perceptiveness." Alberta Journal of Educational Research 25(1), 48-52 (March 1979).

McDougall, Daniel. "The Effective Reduction of Prejudice in the Classroom." Multicultural Education. Volume 1, 1985.

McLeod, Keith A. (ed.). Multicultural Early Childhood Education. Governing Council of the University of Toronto, 1984.

Roe, Michael. Multiculturalism, Racism, and the Classroom. Toronto: Canadian Education Association, 1982.

Sealy, Bruce. "Fostering Tolerance." The Canadian School Executive, May 1985.

Wood, Dean D. Cultural Heritage: Your Neighbourhood. Edmonton Access Educational Communications Corporation (ACCESS), 1983.

Wood, Dean D. Multicultural Canada. Toronto: Ontario Institute for Studies in Education (OISE), 1978.

Wright, Ian, and Jerrold Coombes. The Cogency of Multicultural Education. University of British Columbia, Centre for the Study of Curriculum and Instruction, February 1981.

Teaching Plans and Strategies

The following references provide advice on ways in which teachers might promote tolerance, understanding and respect for diversity in their classrooms.

Alberta Education. Elementary Health Curriculum Guide. 1983.

Alberta Education. SPEDS: Should Individual Differences Influence the Way People Treat Each Other? (Monograph). 1980. (Available from the School Book Branch.)

Alberta Cultural Heritage Division et al. Multicultural Playground Manual. Calgary, January 1983.

Baker, Gwendolyn C. Planning and Organizing for Multicultural Instruction. Don Mills, Ontario: Addison Wesley, 1983.

Canfield, Jack, and Harold C. Wells. 100 Ways to Enhance Self-Concept in the Classroom. Toronto: Prentice-Hall, 1976.

Cultures Canada. Newsletter of the Multiculturalism Directorate, Secretary of State, Ottawa.

Hood, Bette. Exploring Likenesses and Differences With Film. Ottawa: National Film Board of Canada, 1984.

King, Edith W. Teaching Ethnic Awareness: Methods and Materials for the Elementary School. Glenview, Illinois: Scott, Foresman, 1980.

Multiculturalism Canada. Once the Seed is Sown. Ottawa: Multiculturalism Directorate, Secretary of State, 1984.

National Film Board of Canada. Images of Our Culture: Multicultural Films in Education ... Grades K-6. Ottawa, 1984.

National Film Board of Canada. Images of Our Culture: Multicultural Films in Education ... Grades 7-13. Ottawa, 1984.

Odynak, Emily. "Multiculturalism in the Curriculum." Multicultural Education, Volume 1, 1985.

Ontario Ministry of Education. Race, Religion and Culture in Ontario School Materials. (no date).

Pasternak, Michael G. Helping Kids Learn Multi-Cultural Concepts. Champaign, Illinois: Research Press Company, 1979.

Russell, Anna Rita. Game for Anything: Multicultural Games and Activities for Children. Alberta Associate for Young Children, 1981. (Address: Box 4935, 10465 - 80 Avenue, Edmonton, Alberta T6E 5G8.)

Slater, Shirley, and Lee Cibrowski. What Do You Like About Yourself? Developing a Positive Self-Concept! Washington, D.C.: Home Economics Education Association, 1983. (Available from School Book Branch.)

Student Resources

The following texts and materials for student use are suggested as supplements to the learning resources on culture and human rights that are recommended by the programs of studies for junior and senior high schools.

Alberta Cultural Heritage Foundation. Alberta People's Kit. Edmonton, 1984.

Alberta Culture. Profiles: Ethno-Cultural Groups in Alberta. Edmonton, 1984. (Available from the Provincial Museum.)

Bojman, Deborah et al. Growing Together. Toronto: Urban Alliance in Race Relations, 1979.

Calgary Regional Resource Service. PATH Kit (Positive Attitudes Towards the Handicapped. 1980. (Out of print; kits are in most schools and are available on loan from Calgary Regional Office of Education.)

BIBLIOGRAPHIES

The following bibliographies provide information about additional materials on tolerance and understanding. Teachers are advised to use professional judgement and discretion in selecting from these lists.

Children's Book Centre. Canadian Multicultural Books for Children.

Available from:
Children's Book Centre
229 College Street, 5th Floor
Toronto, Ontario M5T 1R4

Craig, Cheryl. Annotated Bibliography of Resources for Use With SPEDS Unit. Alberta Teachers' Association, 1985.

Sponsored by ATA Trust Fund, A Project to Promote Tolerance and Understanding, and available from The Alberta Teachers' Association.

Malbea, John R., and Edward C. Shea. Multiculturalism and Education: A Select Bibliography.

Available from:
Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario M5S 1V6

Multiculturism Canada. Multiculturalism in Education Projects. Ottawa: Multiculturalism Directorate, Secretary of State, November 1984.

Available from:
Cultural and Academic Resources
Multicultural Directorate
Department of the Secretary of State
Ottawa, Ontario K1A 0M5

Ontario Ministry of Education and the Ministry of Culture and Recreation. Resource List for a Multicultural Society.

Available from:
Toronto Publication Centre
5th Floor, 880 Bay Street
Toronto, Ontario M5A 1N8

Wall, Naomi. Children's Books for Learning: A Bibliography of Multi-Ethnic Resources for Classroom Use.

Available from:
The Cross Cultural Communication Centre
199 Dufferin Street
Toronto, Ontario M6E 3P9

Materials may also be obtained through the following sources:

Alberta Education publications - curriculum guides and other materials on English as a Second Language, Special Education, etc.

Alberta Teachers' Association bibliographies re professional articles.

Local libraries - materials on multiculturalism, the disabled, the elderly, sex roles, etc.

APPENDIX A

DEFINITIONS OF TOLERANCE, UNDERSTANDING AND RESPECT FOR DIVERSITY

This appendix attempts to define in more detail the concepts of tolerance, understanding and respect for diversity.

The idea of tolerance is particularly complex. One definition of tolerance is allowing something to happen without making any attempt to decrease the likelihood of its repetition. For example, an individual might belong to one political party, but tolerate the existence of other political parties because of a belief that there must be at least two parties to have a democratic election. Tolerance can also be interpreted as allowing something to occur, but discouraging any recurrences. For example, people who dislike cigarette smoking may have to tolerate smokers, but they can recite their personal rights and the health hazards of smoking, and they can hide the ashtrays.

A discussion of the term "intolerance" might further clarify the concept of tolerance. Not all acts of refusal to tolerate are examples of intolerance. If people refuse to tolerate the existence of any political party except the one to which they belong, they are considered "intolerant". However, people are not considered intolerant if they refuse to tolerate child abuse, sexual harrassment, indoctrination in schools, and other actions that our society generally considers intolerable.

This monograph is not advocating tolerance "carte blanche" or promoting as a worthy goal tolerance of all acts and all individuals. Educators are not expected to encourage their students to be especially tolerant of people who are intolerant themselves. Nor should students be expected to accommodate behaviours or events that are beyond the sphere of acceptability.

Educators must therefore determine the conditions under which it would be appropriate to promote tolerance in schools. Since the Canadian Charter of Rights and Freedoms (1982) states the fundamental rights and freedoms of Canadian citizens, educators can use its provisions as one basis upon which to set appropriate guidelines for tolerance. The Charter protects freedom of conscience and religion; freedom of thought, belief, opinion and expression (including freedom of the press and other media of expression); freedom of peaceful assembly; and freedom of association.

It must be recognized that these stated provisions of the Charter are not <u>absolute</u> rights because one right can be in conflict with another. Freedom of speech, for example, does not mean that one can shout "FIRE!" in a crowded theatre without due cause.

Rights can also be overridden by moral principles. On the basis of moral principles, some things can be tolerated while others cannot. An act or event may be legally permissible, but morally unacceptable. For example, the Charter of Rights and Freedoms protects freedom of religion, thought, and association; however individuals may have moral objections to religious groups who take extreme measures to convert people to their way of thinking.

Students must go beyond mere awareness and accommodation of the fundamental privileges of Canadian citizenship; they must think critically and determine whether certain conditions are appropriate for tolerant behaviour. Ultimately, the individual student will make a decision regarding who or what will, or will not, be tolerated. This personal decision regarding limits to tolerance will be based on the individual's background and experiences, and also on matters of religion and conscience.

If students are to make effective decisions, they will need to know some of the facts and understand some of the concepts relating to a particular situation where values are in conflict. Secondly, students will need to know how to conduct a systematic process of inquiry. For example, they will have to be able to tell whether their rationale for behaviour is based on sound reasoning or on self-serving rationalizations. Thirdly, students will have to be able to identify which values are competing in the conflict situation. Finally, the students will have to be able to act upon their beliefs, instead of holding them in a vacuum. Attitudes such as open-mindedness are also important for effective decision-making.

Consensus cannot always be reached regarding the conditions for and limits to tolerant behaviour. Rights and freedoms will continue to conflict with each other. Refusal to tolerate on the basis of moral principles will continue to occur. However, as a general rule any behaviour that is grounded in a respect for human dignity should be tolerated in schools, and any behaviour which is not grounded in a respect for human dignity should not be tolerated.

Obviously, schools where students tolerated each other would be appreciably better than schools where students found each other intolerable. However, if individual differences and similarities are to be fully recognized and appreciated, qualities beyond mere tolerance must be encouraged. We must also nurture mutual understanding and respect for Canada's diversity.

"Understanding" involves the ability to comprehend and explain the human diversities within Canada, and the ability to interpret a situation from another's perspective.

"Respect for diversity" refers to recognizing and valuing human differences such as sex, age, mental or physical characteristics, race, national or ethnic origins, colour, and religion. Students in our schools should learn to respect the unique qualities of various members

of the Canadian population. The ideal school is one where students take delight in their variety and celebrate their separate existences.

APPENDIX B

Alberta
EDUCATION

DEVELOPING DESIRABLE PERSONAL CHARACTERISTICS

Programs of Studies

The following extract can be found in all three Programs of Studies for the elementary, junior high and senior high schools of Alberta.

The statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age.

Developing Desirable Personal Characteristics

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. Ethical/Moral Characteristics

Respectful	— has respect for the opinions and rights of others, and for property.
Responsible	— accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	— behaves in an open, consistent and equitable manner.
Tolerant	— is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	— is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	— is generous, compassionate, understanding, considerate.
Forgiving	— is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	— displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	— is dependable, faithful; devoted to friends, family and country.

2. Intellectual Characteristics

Open-minded	— delays judgments until evidence is considered, and listens to other points of view.
Thinks critically	— analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	— is inquisitive, inventive, self-initiated; searches for knowledge.
Creative	— expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	— has internalized the need for doing his/her best in every field of endeavour.
Appreciative	— recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

3. Social/Personal Characteristics

Cooperative	— works with others to achieve common aims.
Accepting	— is willing to accept others as equals.
Conserving	— behaves responsibly toward the environment and the resources therein.
Industrious	— applies himself diligently, without supervision.
Possesses a strong sense of self-worth	— is confident and self-reliant, believes in own ability and worth.
Persevering	— pursues goals in spite of obstacles.
Prompt	— is punctual; completes assigned tasks on time.
Neat	— organizes work in an orderly manner; pays attention to personal appearance.
Attentive	— is alert and observant; listens carefully.
Unselfish	— is charitable, dedicated to humanitarian principles.
Mentally and physically fit	— possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

Alberta
EDUCATION

CONTROVERSIAL ISSUES

In August, 1972, The Minister of Education announced a policy regarding controversial issues. This announcement was in response to representations having been made regarding the treatment in school programs of such matters as Canadian content, family life education, sex-stereotyping and special creation, to name a few. By way of interpretation the policy is to be treated as a whole, that is, no clause is to be applied in isolation of any other clause or clauses. The policy is intended to accomplish the following in the handling of issues such as those mentioned above.

1 Provincially it will
   (a) guide the development and revision of Programs of Study, including the acquisition of support materials;
   (b) serve as the Department of Education position in cases in which the Department may be consulted regarding controversial issues.

2 Locally, the statement is to serve as a guide for the development of policy at system, district or school levels, according to local choice.

DEPARTMENT OF EDUCATION POLICY
Re: Controversial Issues in the Classroom

I In principle, it is an objective of the Alberta educational system to develop students' capacities to think clearly, reason logically, examine all issues and reach sound judgments.

II The specific policy, based on this principle, is:

1 Students in Alberta classrooms should not be ridiculed or embarrassed for positions which they hold on any issue, a requirement which calls for sensitivity on the part of teachers, students and other participants in dealing with such issues.

2 Students should have experiences in selecting and organizing information in order to draw intelligent conclusions from it. For sound judgments to be made, information regarding controversial issues should:
   (a) represent alternative points of view;
   (b) appropriately reflect the maturity, capabilities and educational needs of the students and reflect the requirements of the course as stated in the Program of Studies;
   (c) reflect the neighborhood and community in which the school is located, but not to the exclusion of provincial, national and international contexts.

3 School trustees should establish, in consultation with appropriate interest groups, policies regarding:
   (a) identification of controversial issues;
   (b) treatment of such issues in local classrooms.

4 Students, teachers and administrative staff should have a voice in determining:
   (a) the controversial issues to be studied;
   (b) the texts and other materials to be used;
   (c) the manner in which such issues are dealt with in the classroom.

In response to representations regarding the treatment of the theory of evolution in school science programs, the Science Curriculum Coordinating Committee prepared and presented the following policy statement to the Curriculum Policies Board. This statement, which interprets the Department's policy regarding controversial issues in relation to science programs in the classroom, was considered by the Curriculum Policies Board in March, 1979, and was accepted by the Minister of Education in June, 1979.

(a) That where relevant, official curriculum documents published by Alberta Education for use by science teachers should contain:

(i) the Department of Education policy statement on controversial issues.

(ii) a special statement alerting teachers to the need for sensitivity in handling such issues.

(iii) a listing of available learning resources from which school boards, teachers, and/or students may select items representing alternative points of view on such controversial issues as may be included in a Program of Studies.

(b) That, at the provincial level, all science curriculum committees and/or individuals associated with selecting, recommending, listing and/or prescribing texts and/or other learning resources for use in Alberta schools be directed to:

(i) confine their choice to those learning resources in which the science subject matter is deemed to be satisfactory in terms of the definition of science:

Natural Science is a branch of knowledge obtained by the scientific method, which deals with a body of observable and reproducible facts concerning material phenomena, systematically arranged and showing the operation of general laws and theories.

(ii) select learning resouces that are satisfactory in terms of scientific accuracy, adequacy of treatment, and reading level.

(iii) recommend the development of such additional materials as may be deemed necessary. (To be used only as a last resort.)

(c) That, in the initial selection stage, the inclusion or exclusion of science subject matter in Alberta school science curricula be determined by validating it according to the definition of 'Natural Science' in (b), (i) above.

PLEASE NOTE: This statement is being reviewed. Alberta Education, 1985.

CURRICULUM AUDIT REPORTING FORM
(TO BE USED WITH CURRICULUM AUDIT MANUAL)

TYPE OF DOCUMENT:

CURRICULUM DOCUMENT ___ RECOMMENDED RESOURCE ___ NON-PRINT (describe) _____ TITLE _____

PRESCRIBED RESOURCE ___ SUPPLEMENTARY RESOURCE ___ PRINT _____ GRADE LEVEL _____ SUBJECT _____

REVIEWER _____

BRIEF DESCRIPTION OF MATERIAL BEING AUDITED _____

CHARACTERISTIC	DOCUMENTING DATA BY EXAMPLE AND PAGE NUMBER	SUMMARIZING COMMENTS
AGE		
SEX		
RACE/ ETHNICITY		
RELIGION		
HANDICAP		
SOCIO-ECONOMIC STATUS		
POLITICAL BELIEF		

CURRICULUM AUDIT REPORTING FORM

Page Two

TITLE _____ DATE _____ REVIEWER _____

GENERAL CRITERIA	DESCRIBE THE WAY IN WHICH AND THE EXTENT TO WHICH CRITERIA ARE MET BASED ON GROUP DATA - DOCUMENT STATEMENT	IS CRITERION ADEQUATELY MET?
A. CONTAIN EITHER IMPLICIT OR EXPLICIT GENERALIZATIONS WHICH PROMOTE TOLERANCE, UNDERSTANDING AND RESPECT FOR INDIVIDUALS AND GROUPS.		YES ___ NO ___ N/A* ___
B. HELP STUDENT TO NURTURE A PERSONAL POSITIVE SELF-IMAGE BY TAKING AN ESSENTIALLY POSITIVE APPROACH TO HUMAN SIMILARITIES AND DIFFERENCES		YES ___ NO ___ N/A ___
C. CONVEY THAT HUMAN ENDEAVOUR AND ACHIEVEMENT MAY BE FOUND IN DIFFERENT WAYS IN ALL HUMAN GROUPS.		YES ___ NO ___ N/A ___
D. TAKE ADVANTAGE OF CONTENT AND STRATEGIES THAT CAN ASSIST THE TEACHER IN DEALING POSITIVELY WITH TOLERANCE, UNDERSTANDING AND RESPECT FOR OTHERS.		YES ___ NO ___ N/A ___
E. IMPLICITLY AND EXPLICITLY PROMOTE THE SKILLS OF CRITICAL THINKING AND THEIR APPLICATION IN JUDGING PEOPLE AND THEIR ACTIONS.		YES ___ NO ___ N/A ___

CATEGORIES FOR JUDGMENT:

1. Acceptable as is
2. Acceptable with minor assistance
3. Problematic
4. Unacceptable

RATING: 1 ___ 2 ___ 3 ___ 4 ___

*N/A: EXPLAIN WHY THE CRITERIA ARE NOT APPLICABLE _____

RECOMMENDED ACTION: _____